

CCNews

Newsletter of the
California Council on Teacher Education

Volume 22, Number 1, Spring Issue, March 2011

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Sainte Claire Hotel, San Jose, main hall off lobby outside Ballroom, site of CCTE Spring 2011 Conference.



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Message from CCTE President Magaly Lavadenz

Two newsletter messages ago, I mentioned the work of the FrameWorks Institute as a possible model for the California Council on Teacher Education (CCTE) to articulate our positions regarding teacher education. In my current message, I would like to continue to share some insights from the Institute's analyses of research conducted on public perceptions of education reform in the spirit of encouraging dialogue and development for us organizationally. I want to begin by describing a FrameWorks Institute research report entitled *Preparing America for the 21st Century: Values that Work in Promoting Education Reform*.¹ The organization conducts research based on the social and cognitive sciences to help bring understandings of public perceptions to "communications practice."

Their research methods include a variety of quantitative and qualitative approaches ranging from interviews and focus groups, multiple analyses of media coverage on education issues (including national coverage of differential achievement in education by race), and online experimental surveys. The FrameWorks Institute research tested which values had the greatest strength. In their report on education reform, the authors concluded that one of the most important elements of communications practice is the "articulation of a strategically aligned value." This quote from the report identifies *Future Preparation* as one of the four values (along with *Common Good*, *Fairness Between Places*, and *Ingenuity*) that distinguishes such work most directly:

The success of *Future Preparation* may very well be in the notion that it succeeds in reminding the public that there is a larger goal to which we must contend if we are to preserve the standard of living and benefits that we currently enjoy as a nation.

—Tiffany Manuel, FrameWorks Institute, January 2010

As an organization, CCTE and its Board of Directors have been working diligently to identify and articulate our values more directly through our policy initiatives and strategic planning processes. These efforts have accelerated during the past year, as the teaching profession has been challenged to respond to misperceptions and misinformed policy directions on measuring teacher effectiveness and most recently to proposals on rankings of teacher education programs based on similarly mistaken notions.

Additional energies need to be committed to our organization's "framing" on what the *Future Preparation of Teachers* should look like and how it will evolve based on the



Magaly Lavadenz

Photo by Elizabeth Keithcart

values we espouse. We have collectively been engaged in this work throughout CCTE's history; now is the time to really articulate and communicate our values on the preparation of teachers for the 21st century.

Articulating CCTE's Values and Action-Orientation

CCTE has worked towards taking a more proactive response to the public policy debates on teacher effectiveness by addressing these issues directly via our semi-annual conferences, position papers, and work with legislators. Our Policy Committee, led by co-chairs Cindy Grutzik (California State University, Dominguez Hills), Mary Sandy (University of California, Davis), and Sue Westbrook (California Federation of Teachers), has been a dynamic force during and between our conferences. Each policy session at our conferences has become an essential time and space where CCTE members participate directly in discussion and action on state, national, and organizational policy initiatives.

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Message from the CCTE President

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The CCTE Board of Directors has been engaged in policy work as well, most recently in crafting a statement concerning the National Council on Teacher Quality's (NCTQ) activities surrounding their new review of teacher education programs and establishment of a national ranking system on such programs (see the CCTE Statement on NCTQ on page 9 of this issue of *CCNews*). In these actions CCTE is part of a larger national network of teacher education organizations, serving as the California affiliate of both the American Association of Colleges of Teacher Education and the Association of Teacher Educators. In those affiliate roles we seek to align, support, and participate in the national organizations through our Vice-Presidents as well as participation by many individual members of CCTE.

This newsletter includes an update by Bobbi Hansen (University of San Diego), who represented CCTE at the Delegate Assembly during the ATE Annual Meeting in mid-February in Orlando (see page 16). The next issue of *CCNews* will include a report on the annual meeting of AACTE being attended in late February by the CCTE Vice President for AACTE Reyes Quezada (University of San Diego) and myself.

CCTE Strategic Goals

All of these activities are directly related to two of the Strategic Goals that the CCTE Board of Directors set forth last June during our two-day retreat at the University of California, Davis:

CCTE Strategic Goal #1: Assert our purpose and message. CCTE's purpose is to advance quality teaching and teacher preparation. Our profession, the public, and policymakers need the benefit of our knowledge and experience so that they can work with CCTE to improve education policy and teacher preparation.

CCTE Strategic Goal #3: Communicate our wisdom regarding quality teaching. The education profession and the public at-large need to understand the nature and character of quality teaching and learning in order to maximize their support for education at all levels. CCTE must optimize the use of its expertise, conferences, journals, and publishing resources to educate and inform.

The CCTE Board will continue to distill essential elements from all of our strategic goals during our next Board retreat this June, again in Davis, and the Board will continue to invite the membership to provide us feedback and to participate in these activities related to the articulation and implementation of our values.

Upcoming CCTE Conferences

Last, but not least, CCTE Conferences are always a concrete articulation and operationalization of our values. The Spring 2011 CCTE Conference will address the relationship between community-based schooling and teacher education, around the theme "Closing the Achievement Gap: How Context Matters for Teaching and Learning." The Spring Conference co-chairs, Jim Cantor (California State University, Dominguez Hills) and Mary Sandy (University of California, Davis), along with the entire planning committee, have put together an outstanding conference (see information on the Conference on the next several pages of this issue of *CCNews*). During that Conference we will be providing updates on CCTE's policy initiative and recent meetings with key legislators and legislative staff during the First Policy Session on Thursday.

The Fall 2011 Conference co-chairs Anaida Colon-Muniz (Chapman University), Lettie Ramirez (California State University, East Bay), and Ron Solorzano (Occidental College) have also been diligently planning for this October, focusing on K-12 students' connections with 21st century teacher education practices and policies. One of the keynote speakers, Donaldo Macedo from the University of Massachusetts in Boston, will address the Conference theme of "Reconnecting Student Voice with Teacher Education in a Globalized Society." This particular theme again brings continuity and coherence between past and future CCTE conferences as we connect macro- and micro-level aspects of the evolving work of teacher education. On behalf of the CCTE Board of Directors and Planning Committee, we have confidence that this Fall Conference will be another engaging and inspirational event for our membership.

I look forward to seeing you in San Jose in March and again in San Diego in October!

—Magaly Lavadenz, President,
California Council on Teacher Education (2010-2012)
Loyola Marymount University

Note

¹ The entire FrameWorks Institute report can be accessed at: http://frameworksinstitute.org/toolkits/educationreform/resources/pdf/preparing_america_for_21st_century.pdf

Preview of Spring 2011 CCTE Conference

“Closing the Opportunity Gap: How Context Matters for Teaching and Learning”

March 24-26, Sainte Claire Hotel, San Jose

*By James S. Cantor & Mary Vixie Sandy
Co-Chairs, Spring 2011 CCTE Conference Committee*

What do educators need to know and do in order to attend deeply to both context and content? The Spring 2011 Conference of the California Council on Teacher Education will focus on our belief that it is essential to tie the academic gap to the opportunity gap and ask—what opportunities are there for children to enrich their learning experiences? More poignantly, what opportunities are the kids missing? The achievement gap is described in terms of test scores, but we are looking at expanding that view. It is not just about teachers, curriculum, and students. The Spring 2011 CCTE Conference will consider a much broader range of issues, such as communities, families, support structures, SES levels, culture and/or race. How do we address these issues in teacher education, and foster curriculum implementation?

With this in mind, we have organized the CCTE Spring 2011 Conference around the following Guiding Questions:

1. How can teachers and teacher educators reach beyond the static curriculum and teach today's students by acknowledging and building on their lived experiences, developing their readiness and engaging them deeply with the content?
2. How do we meet the need for effective teaching and learning given the current realities and practices about testing, pacing plans, scripted curriculum, and teacher evaluation?
3. What does it mean to use context knowledge in one's practice? How can it be effectively and powerfully be used in teacher education programs?

We are constructing a Conference where participants will gain an understanding that there is a movement amongst educators to expand the way we look at education policy and include the larger context of children's lives, community, interests, etc. We will move from theoretical to experiential, starting with closely linking an engaging keynote by Pedro Noguera to experiencing practical exposure to innovative practices, such as autobiographical and spoken word poetry.

Participants in the Spring 2011 CCTE Conference can expect the following outcomes:

1. Better understanding of context and how various contexts (classroom, school, community, policy, research) inform teacher preparation.

2. Experiencing different ways that learners can express what they are learning.

3. Awareness of economic and other public/community policies that create conditions that are challenging for educational reforms to surmount.

4. Excitement and energy about what's possible!

When we gather in San Jose, March 24-26, teacher education faculty will increase their understandings and skills around how to design credential programs that focus on engaging students. We will build and foster deep connections between school change/reform at the local and policy levels. This is important because we are part of a community that is focused and committed to making sure that all children participate in an equitable and effective education.

Come and join us!

On the following pages:

Spring Conference Highlights
Tentative Conference Program
Conference Registration Form



Spring 2011 CCTE Keynote Speaker Pedro Noguera.

Preview of Spring 2011 CCTE Conference Highlights

Pedro Noguera Will Be Keynote Speaker

Our keynote speaker at the opening session on Thursday afternoon will be Pedro Noguera from New York University. He will help frame both the problem and the promise that are implied in the Conference theme “Closing the Opportunity Gap: How Context Matters for Teaching and Learning.” What do educators need to know and do in order to attend deeply to both context and content? He will share success stories and strategies where high poverty schools make strong connections with their communities. He will talk about the community side of urban school reform, including parent and family organizing, race and gender in education, and other urban school issues.

Immediately following Dr. Noguera’s talk we will host a group of young people who will share their perspectives and experiences and bring his words to life for us through their spoken words. A roundtable of school superintendents will then respond to these events and discuss the implications and possibilities for schools and teacher education programs. Dr. Noguera will moderate both the spoken word session and the panel of superintendents.

Associated Meetings

The Thursday program will open with meetings of the California Association of Bilingual Teacher Educators, the California Association of Professors of Special Education/Teacher Education Division, and the Independent California Colleges and Universities Council on the Education of Teachers in the morning, with the first set of Special Interest Groups just before noon.

Friday Sessions

Friday will open with concurrent research sessions that are related to the conference theme. We will then convene as a whole group after these sessions to debrief and begin to capture our collective learning and “aha” moments related to our conference theme. Next we will hear from a panel of community innovators—school-based educators who are at the forefront of this approach to teaching and learning. A second round of concurrent research sessions focused on the broader range of topics of interest to our community will follow the mid-day Awards Luncheon. After the second set of Special Interest Groups, Friday will end with our famous CCTE Poster Session with wine and cheese.

Policy Sessions

Thursday afternoon’s Policy Session will entertain policy updates from the CCTE Policy Committee and the Commission on Teacher Credentialing, while the Friday Policy Session will feature a panel discussion of the

controversial national review of teacher education being undertaken by the National Council for Teacher Quality.

Saturday Morning

On Saturday, we will experience Youth Radio, who describe their project in this way: “*Youth Radio promotes young people’s intellectual, creative, and professional growth through education and access to media.*” In addition to discussing their efforts, we anticipate that youth radio representatives will interview CCTE members and engage in an exchange about educational issues of mutual interest.

The Saturday session will conclude with an interactive review of the three-day Conference.

Co-Sponsors

The Spring 2011 CCTE Conference will once again be co-sponsored by the California Association of Bilingual Teacher Educators, the California Association of Professors of Special Education/Teacher Education Division, and the Independent California Colleges and Universities Council on the Education of Teachers.

CCTE also expresses deep appreciation to four of your member institutions who are serving during the 2010-2011 year as annual co-sponsors of our activities and conferences. Special thanks to the Departments of Teacher Education and Special Education at Azusa Pacific University, the College of Educational Studies at Chapman University, the School of Education at Loyola Marymount University, and Brandman University, Member of the Chapman University System, for their generous financial support of CCTE.

The Editorial Boards for the two CCTE-sponsored journals will meet at breakfast on Friday morning, and the CCTE student caucus will meet that evening.

How To Register

To register for the Spring 2011 CCTE Conference print out and complete the registration form that appears on page 7 of this issue of *CCNews* and return it with a check (payable to CCTE) to: Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118. Registration will also be available on-site at the Conference.

Conference attendees must make their own hotel reservations. Call the Sainte Claire Hotel at 408/295-2000 or 866/870-0726 and tell them you are attending the CCTE Spring 2011 Conference.

If you need further information contact Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118, telephone 415/666-3012, fax 415/666-3552, e-mail alan.jones@ccte.org

Tentative Spring 2011 CTE Conference Program

Wednesday, March 23:

9:00 a.m. to 3:00 p.m. - Meeting of the **California State University Field Coordinators Forum**.

10:00 a.m. to 5 p.m. - Meeting of **Board of Directors** of the California Council on Teacher Education.

Thursday, March 24:

8:00 a.m. to 6:00 p.m. - **Conference Registration & Exhibits Room Is Open**.

9:00 a.m. to 11:30 a.m. - Meeting of the **California Association of Bilingual Teacher Educators**.

9:00 a.m. to 11:30 a.m. - Meeting of the **California Association of Professors of Special Education/Teacher Education Division**.

9:30 a.m. to 11:30 a.m. - **Independent California Colleges and Universities Council on the Education of Teachers**.

(begins with continental breakfast; meeting starts at 10:00 a.m.).

11:00 to 11:30 a.m. - **Newcomers' Meeting** (for first-time or recent new attendees).

11:15 a.m. to Noon - Pick up box lunches (for those who ordered them).

11:30 a.m. to 12:45 p.m. - **First Set of Special Interest Groups:**

Arts & Education, Coordinators of Credential Programs, Internationalizing Teacher Education, Lives of Teachers, & Special Education.

12:45 to 1:00 p.m. - Break.

1:00 to 2:45 p.m. - **Opening Session:**

Introductions with CTE President Magaly Lavadenz (Loyola Marymount University) presiding.

Conference Orientation by Co-Chairs of Spring 2011 Conference Planning Committee, James Cantor (California State University, Dominguez Hills) and Mary Sandy (University of California, Davis).

Keynote Address by Pedro Noguera (New York University) followed by Questions and Answers.

2:45 to 3:00 p.m. - Break.

3:00 to 4:00 p.m. - **Youth Spoken Word Poetry** featuring student voices sharing their perspectives and experiences, including panel of students moderated by **Pedro Noguera**.

4:00 to 5:00 p.m. - **Roundtable of K-12 Superintendents** discussing implications and possibilities, moderated by **Pedro Noguera**.

5:00 to 5:15 p.m. - Break.

5:15 to 6:15 p.m. - **First Policy Session**, featuring reports by the CTE Policy Committee and the Commission on Teacher Credentialing, and an update of the CTE Policy Initiative developed at the Fall 2010 Conference.

6:15 to 7:15 p.m. - **Joint Presidents' Reception & Social Hour**.

7:15 to 9:00 p.m. - **Conference Banquet** followed by songfest led by CTE song-writers and minstrels, all voices and instruments welcome.

Friday, March 25:

7:30 to 8:30 a.m. - **Teacher Education Quarterly Editorial Board Meeting**.

7:30 to 8:30 a.m. - **Issues in Teacher Education Editorial Board Meeting**.

8:00 a.m. to 6:00 p.m. - **Conference Registration and Exhibits Room Is Open**.

8:00 to 8:30 a.m. - Coffee, tea, juices, and pastries.

8:30 to 9:45 a.m. - **First Set of Concurrent Research and Practice Sessions**, with focus on conference theme.

9:45 to 10:00 a.m. - Break.

10:00 to 10:30 a.m. - **Debrief for Collective Learning**, pulling together what we have heard so far.

10:30 to 11:45 a.m. - **Panel of Community Innovators**, featuring school-based educators at the forefront of teaching and learning.

11:45 a.m. to Noon - Break.

Noon to 1:15 p.m. - **Conference Luncheon**, featuring CTE semi-annual awards presentations.

1:15 to 1:30 p.m. - Break.

1:30 to 2:45 p.m. - **Second Set of Concurrent Research and Practice Sessions**.

2:45 to 3:45 p.m. - **Second Policy Session**, featuring panel discussing the NCTQ national review of teacher education.

3:45 to 5:00 p.m. - **Second Set of Special Interest Groups:**

BTSA and Induction Programs, Equity and Social Justice, Technology and Teacher Education, & Undergraduate Teacher Preparation.

5:00 to 7:00 p.m. - **Poster Session** for Research and Practice Topics, with wine and cheese, and Conference Updates/Saturday Information.

7:00 to 8:00 p.m. - **Graduate Student Caucus**, open to all students attending Spring 2011 Conference.

Saturday, March 26

8:00 a.m. to noon - **Conference Registration and Exhibits Room Is Open**.

8:00 to 9:00 a.m. - Coffee, tea, juice, and pastries.

9:00 to 10:30 a.m. - **Involving the Community**, featuring discussion and demonstration of **Youth Radio**, including interaction between Youth Radio students and CTE members and delegates.

10:30 to 10:45 - Break.

10:45 to 11:45 a.m. - **Closing Conference Discussion**, highlights from the three days, featuring **Magaly Lavadenz** and **Rick Ayers**.

11:45 a.m. to Noon - **Final Comments and Conference Adjournment**, including preview of Fall 2011 Conference on "Reconnecting Student Voice with Teacher Education in a Globalized Society" by Conference Co-Chairs **Anaida Colon-Muniz** (Chapman University), **Lettie Ramirez** (California State University, East Bay), and **Ron Solorzano** (Occidental College). The Fall 2011 Conference will be October 13-15 at the Kona Kai Resort in San Diego.

California Council on Teacher Education Spring 2011 Conference Registration

Please register me for the Spring 2011 CCTE Conference!

Name _____

Preferred Mailing Address _____

_____ (include ZIP code)

Telephone _____

E-Mail _____

Institutional Affiliation _____

Registration Category (check the appropriate one):

- Basic Pre-Registration - \$250 (will be \$275 on site)
- Special for First-Time Registrants - \$150 (will be \$175 on site)
- Special for Students - \$50 (will be \$75 on site)

Food Service (check those desired):

- Thursday Box Lunch - \$25
- Conference Banquet (Thursday evening) - \$45
- Conference Awards Luncheon (Friday noon) - \$35
- Check here if you wish vegetarian meals.

California State University Field Coordinators Forum (Wednesday)

- Special Fee for Those Attending - \$25

CABTE Meeting and Refreshments (Thursday morning)

- Special Fee for Those Attending - \$25

CAPSE Meeting and Refreshments (Thursday morning)

- Special Fee for Those Attending - \$25

ICCUCET Continental Breakfast and Meeting (Thursday morning)

- Special Fee for Those Attending - \$25

Total from boxes checked above (please enclose check for this amount payable to CCTE): \$_____

Membership in CCTE: It is not necessary to be a CCTE delegate or member to register for and attend the Conference; However, if you are not already a delegate or member, please consider joining (use the membership form in this issue of *CCNews*, and include membership dues in your check).

CCTE Special Interest Groups, **all** attendees are urged to attend a SIG of their choosing during each time slot (check the ones you plan to attend):

- | | |
|--|--|
| SIGs meeting at 11:30 a.m. on Thursday: | SIGs meeting at 3:45 p.m. on Friday: |
| <input type="checkbox"/> Arts in Education | <input type="checkbox"/> BTSA and Induction |
| <input type="checkbox"/> Credential Program Coordinators/Directors | <input type="checkbox"/> Equity and Social Justice |
| <input type="checkbox"/> Internationalizing Teacher Education | <input type="checkbox"/> Technology and Teacher Education |
| <input type="checkbox"/> Lives of Teachers | <input type="checkbox"/> Undergraduate Teacher Preparation |
| <input type="checkbox"/> Special Education | |

Please mail completed form with check payable to "CCTE" to:

Alan H. Jones, CCTE Executive Secretary, 3145 Geary Boulevard PMB 275, San Francisco, CA 94118

Registration will also be available on site at the Conference. All Conference attendees must make their own hotel reservations. Call the Sainte Claire Hotel at 408/295-2000 or 866/870-0726 and tell them you are attending the CCTE Spring 2011 Conference.

Nine CCTE Special Interest Groups (SIGs) Will Meet at the Spring 2011 Conference

Nine CCTE Special Interest Groups will meet at the Spring 2011 Conference in San Jose. The SIGs will meet concurrently at two different times during the Conference. All CCTE SIGs are open to any interested persons. Each person attending the Fall Conference is encouraged to attend SIGs of his or her choice. The nine SIGs are:

Arts and Education: This SIG explores issues and developments related to the integration of the arts into teacher education and K-12 education. SIG coordinators: Marianne D'Emidio-Caston, Antioch University, and Desiree Zamorano, Occidental College.

BTSA and Induction: This SIG provides an avenue for continuing exploration of the work of BTSA programs and the role of induction in the California teacher education continuum and the relationship and integration of those efforts with preservice teacher education. SIG coordinator: Paula Motley (Monterey County Office of Education).

Coordinators and Directors of Credential Programs: This SIG offers an opportunity for coordinators of credential programs to exchange information, discuss issues, and develop coordinated plans. SIG coordinator: Jose Lalas, University of Redlands.

Equity and Social Justice: This SIG is closely aligned with the mission of CCTE in general, and seeks to offer augmented support for a democratic vision in the field of teacher education. SIG coordinator: Anaida Colon-Muniz, Chapman University.

Internationalizing Teacher Education: This SIG has been

developed to explore and encourage internationalization of teacher education. SIG coordinator: Reyes Quezada, University of San Diego.

Lives of Teachers: This SIG is intended for educators interested in conducting research, doing writing, or just discussing topics related to: (1) the evolution of teacher careers, including the stages or passages that mark various phases of this evolution; (2) teacher biography and autobiography, with special emphasis on the stories that teachers tell about their professional lives; and (3) teacher professionalism, i.e., those features that distinguish teaching from other professions. SIG coordinator: Jerry Brunetti, St. Mary's College.

Special Education: This SIG offers an opportunity for discussion and exchange between teacher educators interested in and involved in the field of special education. SIG coordinator: Virginia Kennedy, California State University, Northridge.

Technology and Teacher Education: This SIG explores issues and innovations in technology that impact and offer promise to the field of teacher education. SIG coordinator: Heidi J. Stevenson, University of the Pacific.

Undergraduate Teacher Preparation: This SIG explores issues related to the undergraduate preparation of teachers, both subjects to be taught and teaching methodology. SIG coordinators: Cindy Grutzik, California State University, Dominguez Hills, and Daniel O'Connor, California State University, Long Beach.

Dates of Future CCTE Semi-Annual Conferences

Spring 2011

March 24-26

Sainte Claire Hotel, San Jose

Fall 2011

October 13-15

Kona Kai Resort, San Diego

Spring 2012

March 29-31

Sainte Claire Hotel, San Jose

Fall 2012

October 11-13

Kona Kai Resort, San Diego

Statement on NCTQ Review of Teacher Education by the California Council on Teacher Education

Adopted by the CCTE Board of Directors, February 18, 2011

The following statement was approved by the Board of Directors of the California Council on Teacher Education on February 18, 2011, and was immediately thereafter shared with all CCTE members and delegates via e-mail:

In January of 2011 the National Council on Teacher Quality (NCTQ) announced that it will undertake a review of teacher education programs at the 1,400 colleges and universities across the United States. The review seeks to evaluate the design quality of education department and school programs against NCTQ's own 17 standards covering many aspects of teacher education program design. The initial step in this review has been to ask colleges and universities to indicate their agreement to participate in the review.

NCTQ will partner with *U. S. News and World Report* to publish the results of the review, which are scheduled to be released in the Fall of 2012. NCTQ indicates that the review will rate or rank teacher education programs. If an institution that chooses not to participate is a public university, NCTQ plans to make open records requests to gather the documentation required for the review.

The California Council on Teacher Education Board of Directors recognizes that each of its member colleges and universities will decide independently whether or not to participate in the NCTQ review, and the CCTE Board will strongly defend such independence of its member institutions and support whatever decision each makes. Nevertheless, the CCTE Board feels obliged to share with its member institutions several serious concerns that it has about the NCTQ/USNWR project.

The idea of a national comparison and ranking of teacher education programs as proposed by NCTQ is flawed methodologically, given that the nature of such programs across the nation is purposely and appropriately quite varied based upon the independent mission of each campus, the differing sizes of the institutions, the needs of local communities, and each state's standards for teacher licensing. To attempt to judge and rank such programs in a comparative manner as NCTQ proposes is methodologically inappropriate and may well be unethical. Additionally, research procedures being utilized by NCTQ may violate federal legal guidelines for handling of student information, potentially putting any participating campus at legal risk. The NCTQ procedures and data collection are far too narrow and thin to render any credible results, most particularly because the data being collected will relate primarily to program admission and curricular design with no attention to post-graduation service in teaching, which is the most crucial index of program success. This key information missing from the NCTQ review is a major part of state and national accreditation of teacher education and thus is already collected and available.

There already exists a comprehensive nationwide voluntary accreditation structure for teacher education as well as mandatory state accreditation in each state. National standards for teacher education through the National Council for Accreditation of Teacher Education and the Interstate New Teacher Assessment and Support Consortium as well as state standards developed and adopted by each state are already in place. These systems collect and report data in far greater detail than the information being sought by NCTQ, thus making the NCTQ project unnecessary, redundant, and a burden on teacher education administrators and faculty. Further, multi-campus state universities such as California State University and the University of California already have their own comprehensive evaluation systems. The NCTQ review simply creates another reporting system that will not add value to existing assessment structures and results and for those institutions that choose to participate will further stretch already limited resources.

Fourth Annual CTC Conference To Be Held on April 5 and 6

On April 5 & 6, 2011, the Commission on Teacher Credentialing will sponsor its fourth annual conference. Entitled *The Learning to Teach System (LTTs) Ten Years Later: Lessons Learned, Places to Grow*, this gathering will provide an opportunity for California's teacher educators to reflect on past reforms, prepare for new ones, and make recommendations on what should be considered as the Commission prepares to reshape the LTTs in Fall 2011. This meeting will be held in San Diego at the Kona Kai Resort. The conference will open at 9:30 a.m. and end on April 6th at 4:00 p.m. This meeting is intended for paraprofessional, intern, IHE credential program, and Induction/BTSA leaders.

The first day will begin with observations and reflections from Carl Cohn, past superintendent of the Long Beach and San Diego school districts and a current faculty member at Claremont Graduate University, and new State Board of Education appointee. Following his remarks, attendees will hear about the experiences of those who have gone through the system as well as those who are responsible for system programs. The conference attendees will also examine current definitions of teacher quality and how it is assessed at various points, and hear updates on legislation. Opportunities to examine best practices through poster and round table sessions will also be provided.

A highlight of the conference will be the opportunity to view and discuss the film *Waiting for Superman*. The two days will culminate in the formulation of recommendations for the Commission to consider. Concluding remarks will be offered by P. David Pearson of the University of California, Berkeley. Dr. Pearson is a former dean of the Graduate School of Education and form chairperson of the Commission on Teacher Credentialing.

Registration for this event began on February 1, 2011 and remains open until the conference. Registration information, including a tentative agenda and hotel information, may be found at <http://www.ctc.ca.gov/seminars/seminars.html>. If you are interested in presenting a best practices poster at this event, you can find the application form at the same site.

For additional information, please contact Lynette Roby by e-mail (lroby@ctc.ca.gov).

Applications Sought for Two Seats on the Committee on Accreditation

The Commission on Teacher Credentialing is seeking to fill two seats on the Committee on Accreditation, one from the higher education community and the other from among K-12 educators. The deadline for applications is March 25. All California teacher educators, both at the college/university and K-12 levels, are encouraged to share this information, to suggest possible applicants, or to apply themselves. For further information please contact Teri Clark at the Commission on Teacher Credentialing (e-mail at tclark@ctc.ca.gov).

CCTE 2011 Election

The 2011 California Council on Teacher Education annual election involves election of three new members of the Board of Directors. The new Board members elected this Spring will take office at the end of the Spring 2011 Conference and will serve for three years.

The three members of the Board of Directors whose terms expire in 2011, and who will therefore be replaced in this 2011 election, are Alice Bullard (BTSA State Leadership Team), Barbara Ford (San Francisco State University), and Mary Sandy (University of California, Davis).

The Nominations and Elections Committee, chaired by CCTE Past President Jim Cantor (California State University, Dominguez Hills), has, as required by the CCTE by-laws, recruited a slate of nominees for the offices to be elected. The persons nominated by the Committee to stand for election for the three Board of Directors slots to be elected in the 2011 annual election are:

Cynthia Coleman (Graduate Student at University of the Pacific and teacher with Modesto City Schools)
Marianne D'Emidio-Caston (Antioch University, Santa Barbara)
Deborah Hamm (California State University, Long Beach)
Maureen Lorimer (California Lutheran University)
Paula Motley (BTSA Induction, Monterey County Office of Education)
Shannon Stanton (Whittier College)

In early February of 2011 a mailing was made to all CCTE members and delegates containing the list of nominees, statements of candidacy for each nominee, and a ballot and return envelope. Each delegate and member may vote for up to three candidates. Delegates and members may submit ballots by mail or may wait to turn in ballots at the Spring Conference in San Jose. Ballots being mailed in must arrive to the Executive Secretary by March 21, 2011. Envelopes containing ballots may also be turned in to the Executive Secretary at the registration desk at the Spring Conference until noon on Friday, March 25.

The deadline for receiving ballots at the Spring Conference is noon on Friday, March 25, at which time the Nominations and Elections Committee will tally the ballots. Delegates and members who have not mailed or turned in their ballots as of 11:45 a.m. that morning may vote in person at the Conference registration desk until noon that day; to vote in person members and delegates must bring their ballot and the return envelope with them.

The Nominations and Elections Committee will then complete the tally of the ballots immediately after noon on Friday, March 25, and the three candidates receiving the most votes for the Board of Directors will be declared elected. The announcement of the election results will be made that afternoon, and those elected will take office at the close of the 2011 Spring Conference.

You are Invited (and Challenged) to Become a “Friend of CCTE” Now

Please join your CCTE leaders by becoming a “Friend of CCTE” by completing the form below and mailing it in with a contribution of any size. Contributions to CCTE are tax-deductible, and you will be sent a receipt. “Friends of CCTE” will also be appreciated and recognized by listings at semi-annual conferences and in future issues of *CCNews*.

Yes, sign me up as a “Friend of CCTE”

Name _____

Address _____

E-mail address _____

Please make your contribution by check payable to CCTE and mail it with this form to CCTE Executive Secretary Alan H. Jones at 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118.

Thank you!

CCTE Establishes Fund to Support Greater Involvement of Graduate Students in CCTE

At the Fall 2010 California Council on Teacher Education Conference Tom Nelson of the University of the Pacific, who has just completed 12 years as editor of *Teacher Education Quarterly*, offered a challenge to all other CCTE members and friends. At the Fall Conference opening session Tom pledged a contribution of \$1,000 to CCTE to establish a special fund to support graduate students’ engagement with CCTE, on the condition that others in the organization would make additional matching contributions totalling at least \$1,000. Before the Conference was over, Tom’s initial \$1,000 had been matched, and the special fund has been established and contributions will continue to be received at any time. It is anticipated that there will be an annual solicitations each future year to replenish the fund on a regular basis.

The purpose of the fund, as originally envisioned by Tom, will be to encourage graduate students, at both the doctoral and masters levels, to join CCTE and to participate in our semi-annual conferences. As Tom articulated at the Fall Conference, the importance of graduate student involvement in CCTE will allow the CCTE membership to join in the mentoring of the next generation of teacher educators in our state. Our graduate students, after all, are the future of our profession and our organization.

Based on recommendations from an ad hoc committee appointed at the January 2011 meeting of the CCTE Board of Directors a set of operational guidelines are being developed for the special fund, and it is anticipated that later this Spring

an announcement will be shared with all CCTE member institutions with graduate programs, along with instructions on how graduate students who wish to become active in CCTE can apply for support. Those serving on the ad hoc committee developing the guidelines are CCTE Executive Secretary Alan Jones, CCTE President Magaly Lavadenz of Loyola Marymount University, Tom Nelson, CCTE Board members Mona Thompson of California State University, Channel Islands, and Charles Zartman of California State University, Chico, and CCTE President Elect Andrea Whittaker of Stanford University.

Tom and all of the others who made initial contributions to the fund urge the rest of the CCTE membership to also contribute to this fund. To do so, simply use the Friends of CCTE form above on this page, and specify that your “Friends” donation is earmarked for the Graduate Student Fund. As Tom has suggested, doing so is a gesture of your generosity and commitment to mentoring our future colleagues. Donations should be payable to CCTE, marked for the graduate student fund, and sent to CCTE Executive Secretary Alan H. Jones at the address on the above form.

Volunteer Opportunities for CCTE Delegates and Members

All institutional delegates and individual members of the California Council on Teacher Education are encouraged to become involved with the work of one or more of the CCTE committees and to also attend and participate in meetings of the CCTE Special Interest Groups (SIGs) at our semi-annual conferences.

Please use the form below to indicate any committees or SIGs with which you would like to become involved:

Your Name _____

Your Institution _____

Your E-Mail Address _____

CCTE Committees:

- Awards Committee (receives and reviews nominations and selects CCTE award recipients)
- Communications and Image Committee (coordinates CCTE communications and image building activities)
- Fall 2011 Conference Planning Committee (planning of Fall 2011 Conference around “Reconnecting Student Voice with Teacher Education in a Globalized Society” theme)
- Policy Committee (coordinates CCTE policy response and advocacy activities)
- Research Committee (receives, reviews, and selects program proposals for CCTE conferences)
- Resources and Fund Development Committee (develops and implements CCTE fund-raising efforts)
- Spring 2011 Conference Planning Committee (planning of Spring 2011 Conference around “Closing the Opportunity Gap” theme)

CCTE Special Interest Groups:

- Arts and Education SIG (expanding the arts in teacher education and K-12 education)
- BTSA and Induction SIG (coordinating teacher education with the BTSA and induction years)
- Coordinators and Directors of Credential Programs SIG (exploring teacher education and credentialing issues)
- Equity and Social Justice SIG (advocating equity and social justice in teacher education)
- Internationalizing Teacher Education SIG (exploring teacher education across all nations)
- Lives of Teachers SIG (exploring, understanding, and supporting teachers)
- Special Education SIG (addressing special education issues and bridging with general education)
- Technology and Teacher Education SIG (integrating technology into teacher education)
- Undergraduate Teacher Education SIG (considering issues related to teacher education during undergraduate study)

Please complete and send this form to CCTE Executive Secretary Alan H. Jones (by mail to 3145 Geary Blvd., PMB 275, San Francisco, CA 94118; or faxed to 415/666-3552; or scan the form and e-mail it as an attachment to alan.jones@ccte.org).

Your expressions of interest will be shared with the relevant committee or SIG chairs, and you will also be sent additional information to assist you in contacting those chairs and getting involved. Thank you.

CCTE Establishes Outstanding Dissertation Award

The California Council on Teacher Education graduate student caucus requested that the CCTE Awards Committee and the CCTE Board of Directors establish a new award within the CCTE awards program to honor authors of outstanding doctoral dissertations. To implement such an award, the following steps were adopted by the CCTE Board of Directors on March 24, 2010:

(1) That CCTE hereby establishes an annual "CCTE Outstanding Dissertation Award" to be presented to the author of a dissertation closely related to teacher education which has been accepted for the doctoral degree at a member institution of CCTE. This decision has been made based on the recommendation of the Awards Committee.

(2) That this new award be made annually (when appropriate) as part of the CCTE awards luncheon at the Fall Conference, beginning in the Fall of 2011.

(3) A four-member sub-committee of the CCTE Awards Committee has been created to review nominations for this award and to make an annual selection, with the understanding that such selection will be made only if the sub-committee views a nomination to be worthy of the award. The four members of the sub-committee, appointed by the Chair of the Awards Committee, are Paul Ammon of the University of California, Berkeley, Joel Colbert of Chapman University, Jose Lalas of the University of Redlands, and Thomas Nelson of the University of the Pacific, all faculty at doctoral granting institutions in California who work with candidates for doctoral degrees related to the teacher education field.

(4) The criteria for the award include: (a) the dissertation must have been prepared at a member institution of CCTE; (b) the dissertation must have resulted in the awarding of a doctoral degree during the most recent academic year (i.e., for an award at the Fall 2011 Conference, the degree would have been awarded during the 2010-2011 academic year); (c) the author of the dissertation must be or must become a paid student member of CCTE; (d) the topic of the dissertation must be directly related to teacher education; and (e) the dissertation must be of such quality that it is considered by the subcommittee to be a significant contribution to the knowledge base of teacher education.

(5) The availability of the first award is hereby announced in this issue of *CCNews*, with an initial application/nomination deadline of June 1, 2011. Those applications/nominations received will be reviewed for potential selection of an awardee at the Fall 2011 Conference. Similar annual deadlines will occur on June 1 of each future year, again with potential presentations at Fall Conferences.

(6) Applications/nominations for the award are to include three copies of a cover letter with background

information on the author and dissertation topic, including a rationale of why the dissertation meets the award criteria, plus three printed copies of the full dissertation document. Applications are to be submitted to Alan H. Jones, CCTE Executive Secretary, by mail to 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118.

(7) Each recipient of the award will be honored at a CCTE Conference awards luncheon, reported on in the next issue of *CCNews* following the Conference, offered the opportunity to present information about the dissertation during one of the research presentation or poster session slots at the Conference when the award is presented, and receive an award plaque from CCTE. The faculty member who served as adviser and chair for the dissertation will also be recognized by CCTE at the awards luncheon.

CCNews Call for Articles and News Items

You may have noticed an evolving difference in recent issues of *CCNews*. We are seeking to include sections that feature best practices, resources, accomplishments, and even an editorial/letter to the membership. The goal of these additions is to create a forum for CCTE members to share information and celebrate our successes.

Do you have a successful partnership with another university, parents, teachers, or a K-12 school you would like to share about?

Have you discovered an effective assignment that your students enjoy, and that you think other teacher educators might like to know about and try?

Are there books, curricula, or other resources you or your program uses with great success?

Maybe you have opinions or information you would like to voice.

If you would like to share your passion and ideas with others, please take a few minutes to type up a brief article to submit to *CCNews*. Teacher educators are important people and we are even more effective when we work together, so please submit your ideas and promising practices, so that we can share them with others in CCTE.

Just e-mail your submissions as an attachment to hstevenson@pacific.edu

Thank you.

—Heidi J. Stevenson
Editor, *CCNews*
University of the Pacific

Guidelines for Proposing a Theme Issue for *Issues in Teacher Education*

Issues in Teacher Education, one of the two journals sponsored by the California Council on Teacher Education, is a peer-reviewed scholarly journal that publishes original manuscripts focusing on topics, concerns, and methodologies for improving the quality of teacher preparation broadly defined to include pre-service preparation, the induction years, and the professional development of career teachers. The Co-Editors and Editorial Board welcome proposals for guest-edited theme issues. Proposals should adhere to the following guidelines.

Nature of Theme Issues and Peer Review

Each theme issue consists of four to six articles centered on a common theme. In addition, the issue includes an introductory essay by the guest editor(s) and may have a concluding essay. Guest editors are responsible for distributing a broad Call for Manuscripts or soliciting manuscripts from selected scholars. Submissions should follow the usual format for *Issues in Teacher Education* submissions (which appear in each issue of the journal and on the journal's website (www.ite.chapman.edu)). Guest editors are the first level of peer review. When they are satisfied with the quality of the submissions they forward the package of manuscripts to the Co-Editors of the journal, who distribute manuscripts to regular journal reviewers. All manuscripts, even those solicited, are peer reviewed.

Proposing a Theme Issue

Prospective guest editors are requested to submit a one-to-two page proposal which includes the following information:

- The name, contact numbers, institutional affiliation, and brief professional biography of the potential guest editor(s), including previous journal writing and editing experience.
- A proposed title for the theme issue and a rationale making the case for the significance of the theme to the field of teacher education, timeliness, implications for teacher education and/or teacher development, appropriateness for *Issues in Teacher Education's* readership, etc.
- A list of potential thematic strands or topics within the issue.
- The means of identifying and selecting articles, e.g., widely broadcast call for manuscripts, solicitation, etc.
- A separate Call for Manuscripts document mod-

eled on the generic Call for submissions used by *Issues in Teacher Education*.

Review of the Theme Issue Proposal

Proposals for theme issues are reviewed by the Co-Editors and Editorial Board based on such criteria as concept, potential audience, alignment with the *Issues in Teacher Education* mission (which appears following the table of contents of each issue of the journal), and promise of readiness for publication by the agreed upon deadline. Guest editors of approved proposals are expected to keep the Co-Editors informed of progress at each stage as the issue moves toward publication.

Recent and Projected Theme Issues

- Special Needs Education (Spring, 2004)
- Science Education (Spring 2005)
- Status of Teacher Education in California: Five Years After the SB 2042 Reforms (Spring 2006)
- Thirty Years Post PL 94-142 (Fall 2007)
- Mathematics Education (Fall 2008)
- Technology and Teacher Education (2009)
- LGBT Issues in Teacher Education (Fall 2010)
- Voices of Border Crossings (Fall 2011)

Submitting a Proposal

Proposals for a theme issue, either electronic or paper, may be submitted at any time to Joel Colbert or Suzanne SooHoo, Co-Editors, *Issues in Teacher Education*, College of Educational Studies, Chapman University, One University Drive, Orange, CA 92866 Email: ite@chapman.edu. Proposals will be reviewed by the editorial board at its next semi-annual meeting, either in March or October.

—Joel Colbert
—Suzanne SooHoo
Co-Editors,
Issues in Teacher Education

CCTE

Policy Framework

The California Council on Teacher Education (CCTE) supports and encourages approaches to the preparation and continuing development of teachers which:

- ◆ Work toward the integration of the professional preparation of educators into career-long professional development involving sound theory and effective practices at all stages.
- ◆ Establish and foster strong support programs for teachers at all stages of their careers, particularly at the beginning stage, to help attract and retain high-quality teachers; such programs should include a role for university-based personnel as well as practitioners from the schools.
- ◆ Recognize and support alliances that work to improve preservice preparation, induction, and professional development of educators.
- ◆ Assure that professional programs include both scholarly study and school-based practice involving collaborative exchanges and cooperation between university and school personnel.
- ◆ Recognize the critical importance of valuing and continuously affirming cultural, linguistic, and ethnic diversity throughout the teacher education and P-12 curriculum.
- ◆ Foster the strong and balanced preparation of teachers in subject matter content, foundational studies, multicultural and multilingual education, and sound pedagogical practice at all levels of the professional development continuum.
- ◆ Assure that the guidelines, regulations, and laws governing the preparation of teachers and other educational personnel in California are based on, and are continually informed by, research and best practice; and that these guidelines, regulations, and laws reflect the considered opinions and voices of experts in the field.
- ◆ Include multiple and alternative approaches to the admission, retention, and credential recommendations for prospective teachers and in evaluation of inservice teachers; and assure that all assessment measures used to evaluate teacher candidates and teachers at any point in their preservice preparation and inservice practice are valid, unbiased, and relevant to teaching and learning practice.
- ◆ Support accreditation and evaluation processes which improve professional practice and which are conducted in an unbiased, collegial atmosphere by university and school professionals.
- ◆ Seek and ensure the active participation of the teacher education community in policy discussions and decisions regarding preservice education and the professional development of educators.
- ◆ Foster public and political support for education at all levels, pre-K to university, with an equitable commitment of resources to maximize teaching and learning.
- ◆ Recognize that quality teacher education is an intensely interactive and highly individualized activity requiring stable and adequate financial and personnel resources for ongoing development of effective teacher preparation programs.

Originally adopted by the Delegate Assembly of the California Council on the Education of Teachers, April 17, 1997 and updated and amended by the Delegate Assembly of the California Council on Teacher Education on March 30, 2006.

CCTE delegates and members are encouraged to reproduce and distribute the CCTE Policy Framework to all interested colleagues and friends.

Report from ATE Annual Meeting

By Bobbi Hansen
University of San Diego

Following is an annotated summary of the meeting of the Delegate Assembly at the 2011 Annual Meeting of the Association of Teacher Educators held February 12 and 13 in Orlando, Florida. The meeting was divided into two sessions, the first on February 12, the second on February 13.

The agenda for Session One included:

- Introduction of Board Members
- Rules of Order
- Credentials Report
- Adoption of Agenda
- Approval of Minutes
- President's Report
- Report of the President-Elect
- Report of the Past President
- Report of the Executive Director
- 2011 Annual Meeting Report
- 2010 Summer Conference Report
- Future Meetings Plans
- Leadership Academy Report
- Nominations and Elections Report
- Commissions /Task Forces Reports
- Bylaws Proposal Second Reading
- Share Your Success from Delegates Present

The agenda, with notes, for Session Two included:

Discussion of Corporate Bylaws: The Bylaws committee has met and is proposing new bylaws. They are asking states to review their current constitutional bylaws with respect to the new guidelines and send in changes. The plan for the future is that the states will be able to use the new guidelines and to just submit changes as needed.

Association Development and Membership: The Development and Membership Committee is requesting new ideas for better involving Pre K-12 members.

Fiscal Affairs: The Fiscal Affairs Committee is pleased to report financial safeguards are in place. The goal is to have reserves in place up to 50% of the annual budget. The current reserves are \$163,000 and it is the goal to get the reserves up to \$250,000.

Honors and Awards: The ATE Distinguished Members and Awards Committee met today. They recommended Terry James for Distinguished Member. Terry has had a long record of service including that of ATE President, member of the Board of Directors, and member of numerous committees and taskforces. The nomination was passed unanimously.

Resolutions: The following resolutions were proposed: Resolution 1—In relation to *U.S. News and World Report* intending to rate Teacher Education programs: Whereas, Teacher Education programs already have many accreditation systems in place, and whereas, the research base indi-

cates that the rating system that is being proposed is flawed: Be it resolved: ATE will formulate a challenge to the use of the new rating system. (Passed by Delegates). Resolution 2: In relation to the definition of what “highly qualified” means in ESEA: Be it resolved that ATE will ask Congress to repeal the amendment (the definition to Highly Qualified Teacher) and to work with Congress on a new definition. (This resolution was sent to the new ATE Board of Directors for further action). Resolution 3: You will need to refer to the ATE minutes that will be posted on the website (www.ate1.org) for details on this resolution. Resolution 4: In relation to two-year colleges: It is recommended to reaffirm resolution 2004-1 regarding two-year colleges. Resolution 5: It is recommended that resolution 2006-1 on Affective Education be archived. Resolution 6: It is recommended that resolution 2010-1 be sent to current and future national planning committees for action.

ATE Awards: 2011 ATE Newcomers Award presented to Bindie Bradshaw. 2011 ATE Distinguished Teacher Educator Awards presented to Marvin Henry, Indiana State University, and Frances van Tassell, University of North Texas. 2011 ATE Distinguished ATE Member Award presented to Marilyn Nicholas, Towson University. 2011 Distinguished Dissertation in Teacher Education Award presented to Lydia Criss Mays, Georgia State University, for *Linking Theory to Practice: Understanding How Two Reading Recovery Teachers' Reflections Inform Their Practice*. 2011 Robert E. Stevenson Memorial Award presented to Lori Fulton, University of Nevada, Las Vegas. 2011 Distinguished Research in Teacher Education Award presented to Leisa A. Martin, University of Akron, for *Elementary and Secondary Teacher Education Students' Perspectives on Citizenship*. 2011 Distinguished Clinician in Teacher Education Award presented to Kenneth Blanchard, Ashland University.

Nominations and Elections Committee: The following slate of officers was presented: Candidates for President Elect—Nancy Gallavan & Emma Savage-Davis; Candidates for Board of Directors at Large—Nora Moffet, Amanda Rudoff, and Kathy Lee Evans; Candidate for Board of Directors Pre K-12—Tammie Brown.

2012 Annual Meeting: To be held in San Antonio, Texas, February 12-16.

2011 Summer Conference: To be held in Philadelphia, August 5-9, 2011. The schedule for the 2011 summer conference has changed and added a Friday Night Event at the Philadelphia Museum, a Musical and Cultural Soire.

New Business: Need for states to nominate Clinician of the Year Award

Adjournment: 6 p.m. on February 13.

From the Desk of the CCTE Executive Secretary

As we approach the Spring 2011 Conference of the California Council on Teacher Education we are about three-fourths of the way through our 2010-2011 membership and fiscal year. Following are updates about our activities:

Membership

Our CCTE memberships efforts for the 2010-2011 year have been quite successful, with some 70 institutional members and an additional 100 individual members. We have exceeded our budgeted goals for membership income.

Fall 2010 Conference

The Fall 2010 CCTE Conference was one of the most exciting and interesting ever, and Conference attendance was the largest in CCTE history. For the first time ever CCTE engaged in efforts to develop, discussion, refine, and craft potential legislation.

Policy Initiative

Through discussion and action at the Fall Conference, our CCTE Policy Analysis has evolved into a CCTE Policy Initiative, the core text of which appeared in the Winter 2010 issue of *CCNews*. Efforts are now underway to discuss the Initiative with key members of the California Legislature.

Spring 2011 Conference

We have exciting plans for the Spring 2011 Conference, as described on pages 4 and 5 of this issue of *CCNews*, with the tentative program on page 6. It should be another exceptional CCTE event. Be sure to register and attend (the registration form is on page 7). And thanks in advance to all who will attend and make it hugely successful.

Annual Sponsors

This membership year CCTE initiated a program of seeking annual sponsors, and we owe a very special thank you and deep appreciation to Azusa Pacific University, Brandman University, Chapman University, and Loyola Marymount University for signing up as the first participants in this program. As part of that program, Azusa Pacific, Chapman, and Loyola Marymount were sponsors of the Fall 2010 Conference and will again be sponsors of the Spring 2011 Conference, and Brandman has joined in mid-year as a sponsor of the Spring 2011 Conference. We hope that other institutions as well as appropriate commercial enterprises will join the annual sponsorship program in future years.

Friends of CCTE

Thanks to the initial cadre of CCTE members and delegates who have in addition to their membership joined the new "Friends of CCTE" initiative. We hope that many

other CCTE members and delegates will still contribute this year; see the form on page 11.

Graduate Student Fund

We again thank Tom Nelson for his generous contribution of \$1,000 to start the new CCTE Graduate Student Fund. In concert with the many other CCTE members who responded to his challenge we now have more than \$2,500 in that new fund. It is hoped that many more CCTE members will join in making this Fund grow so that CCTE can support and mentor the next generation of teacher educators in our state (see page 11 for further information).

CCTE 2011 Annual Election

The 2011 CCTE annual election will choose three new members of the Board of Directors. Details of the election, which culminates at the Spring Conference, are on page 10 of this issue of the newsletter. All members and delegates are encouraged to cast their vote.

CCTE Statement on NCTQ

CCTE has joined with many other teacher education organizations and institutions across the United States to offer commentary and cautions concerning the national review of teacher education that is being undertaken by the National Council on Teacher Quality. CCTE's statement appears on page 9 of this issue of the newsletter.

New CCTE Dissertation Award

Beginning this year CCTE is inviting applications and nominations for a new CCTE Dissertation Award. A description of the award and application procedures appear on page 13 of this issue of *CCNews*. We ask all CCTE members and delegates to help spread the word and to nominate appropriate candidates for the award.

Be a CCTE Volunteer

CCTE operates and succeeds in its efforts by virtue of many, many volunteers from our membership. We encourage all members and delegates to join one of our committees, participate in the Special Interest Groups, serve as a reader for one of our journals, submit reports or brief articles to *CCNews*, and in other ways help make the organization stronger. We welcome and need your involvement. Please see the volunteer form on page 12.

—Alan H. Jones, CCTE Executive Secretary,
3145 Geary Boulevard, PMB 275, San Francisco, CA 94118
Telephone: 415/666-3012
Fax: 415/666-3552
E-mail: alan.jones@ccte.org

Join the California Council on Teacher Education

You are encouraged to join the California Council on Teacher Education for the upcoming 2010-2011 membership year (July 2010 through June 2011). Regular individual membership is \$100 per year, while special membership categories are available for retired educators at \$80 and students at \$50. Institutional memberships are also available (see note below). All members receive CCTE Conference announcements and issues of *Teacher Education Quarterly* and *Issues in Teacher Education* (the two journals are a \$125 annual value by themselves). While it is not necessary to be a member in order to attend the CCTE Conferences, membership will provide ongoing contact with CCTE as well as assuring that you receive all of its publications. Membership also entitles you to vote at delegate assemblies at the semi-annual conferences and in the annual CCTE election of officers.

Individual Membership for 2010-2011 Academic Year (July 2010 to June 2011)

Individual membership dues are \$100 per year (with a special \$80 rate available for retired individuals and \$50 rate for students). To join, please complete this form and mail it with your dues to the address noted below.

Member Name _____

Institutional Affiliation _____

Mailing Address _____

City and ZIP _____

Telephone Number (include area code) _____

E-mail address _____

Type of membership:

- Individual (\$100)
- Retired (\$80)
- Student (\$50)

Please send this completed individual membership form along with your CCTE dues (by check payable to CCTE) to:

Alan H. Jones, Executive Secretary
California Council on Teacher Education
3145 Geary Boulevard, PMB 275
San Francisco, CA 94118

Telephone 415/666-3012; Fax 415/666-3552; E-mail alan.jones@ccte.org

Institutional Membership

Institutional memberships in the California Council on Teacher Education are available to colleges and universities, school districts, county offices of education, research institutes, state education agencies, professional educational organizations, and other institutions interested in teacher education. Institutional memberships are \$600 per year, and entitle the institution to designate six delegates, each of whom will receive all CCTE mailings (including semi-annual conference announcements and our two journals, *Teacher Education Quarterly* and *Issues in Teacher Education*).

If you are interested in an institutional membership for 2010-2011, please contact CCTE Executive Secretary Alan H. Jones (see contact information above) to obtain a set of institutional membership forms.

CCTE Leadership Directory

CCTE Officers:

Magaly Lavadenz, President (2010-2012), Loyola Marymount University; mlavadenz@lmu.edu
 Andrea Whittaker, President-Elect (2010-2012), Stanford University; andreaw@stanford.edu
 Reyes Quezada, Vice President for AACTE (2010-2012), University of San Diego; rquezada@sandiego.edu
 Jose Lalas, Vice President for ATE (2010-2012), University of Redlands; jose_lalas@redlands.edu
 James Cantor, Past President (2010-2012), California State University, Dominguez Hills; jcantor@csudh.edu

CCTE Board of Directors:

Alice Bullard (2008-2011), BTSA State Leadership Team; alicebullard@gmail.com
 Juan Flores (2010-2013), California State University, Stanislaus; jflores@csustan.edu
 Barbara Ford (2008-2011), San Francisco State University; barbaraf@sfsu.edu
 Lettie Ramirez (2009-2012), California State University, East Bay; lettie.ramirez@csueastbay.edu
 Mary Sandy (2008-2011), University of California, Davis; mvsandy@ucdavis.edu
 Mona Thompson (2010-2013), California State University, Channel Islands; al.mo@roadrunner.com
 Keith Walters (2010-2013), California Baptist University; kwalters@calbaptist.edu
 Desiree Zamorano (2009-2012), Occidental College; dzamorano@oxy.edu
 Charles Zartman (2009-2012), California State University, Chico; czartman@csuchico.edu

CCTE Staff and Editors:

Alan H. Jones, CCTE Executive Secretary (2010-2013), Caddo Gap Press; alan.jones@ccte.org
 Christian J. Faltis, Editor, *Teacher Education Quarterly*, University of California, Davis; cjfaltis@ucdavis.edu
 Suzanne SooHoo & Joel Colbert, Co-Editors of *Issues in Teacher Education*, Chapman University;
 soohoo@chapman.edu & colbert@chapman.edu
 Heidi Stevenson, Editor, *CCNews*, University of the Pacific; hstevenson@pacific.edu

CCTE Committee Chairs:

Awards Committee Chair:

Jose Lalas (see above under officers)

Communications and Image Committee Co-Chairs:

Virginia Kennedy, California State University, Northridge; virginia.kennedy@csun.edu

Keith Walters (see above under Board of Directors)

Executive Committee Chair:

Magaly Lavadenz (see above under Officers)

Membership & Alliance Building Committee Chair:

Alice Bullard (see above under Board of Directors)

Policy Committee Co-Chairs:

Cindy Grutzik, California State University, Dominguez Hills; cgrutzik@csudh.edu

Mary Sandy (see above under Board of Directors)

Susan Westbrook, California Federation of Teachers; suew447@aol.com

Research Committee Chair:

Helene Mandell, University of San Diego; hmandell@sandiego.edu

Resources and Fund Development Committee Co-Chairs:

Juan Flores (see above under Board of Directors)

Lettie Ramirez (see above under Board of Directors)

CCTE Conference Committee Chairs:

Spring 2011 Conference Co-Chairs:

James Cantor (see above under Officers)

Mary Sandy (see above under Board of Directors)

Fall 2011 Conference Co-Chairs:

Anaida Colon-Muniz, Chapman University; acolon@chapman.edu

Lettie Ramirez (see above under Board of Directors)

Ronald Solorzano, Occidental College; solor@oxy.edu

CCTE Website Provides Information for Delegates and Members

The California Council on Teacher Education website

— www.ccte.org —

serves as a resource

to all CCTE delegates, members, friends,
and other interested persons.

The website offers the following resources:

- ◆ Information on the upcoming Semi-Annual CCTE Conferences, including registration forms that can be downloaded and mailed; and a link to the special website for the Fall 2009 Conference.
- ◆ Complete copies of the last four issues of *CCNews*, which include information on all aspects of the organization.
- ◆ A link to the *Teacher Education Quarterly* website, which contains a wide range of information about the journal, as well as several years of available back issues.
- ◆ A link to the *Issues in Teacher Education* website, which includes information on the journal, a new interactive feature related to the Fall 2009 issue, and several years of back issues.
- ◆ Links to the websites of the American Association of Colleges for Teacher Education and the Association of Teacher Educators, the two national organizations with which CCTE is affiliated.
- ◆ A section devoted to CCTE policy activities and issues, including a protocol for teacher educators to use in contacting local legislators.
- ◆ Contact information for persons wishing further information about CCTE.
- ◆ A directory of CCTE Officers, Board of Directors members, and Committee Chairs.
- ◆ Information on CCTE committees.
- ◆ Information on the CCTE Special Interest Groups.
- ◆ CCTE membership information and a membership form.
- ◆ An appeal for interested persons to make tax-exempt gifts to CCTE.

All CCTE delegates and members are encouraged to check out the website, and to use it regularly as a source of information on our organizational activities.

You are also invited to share your reactions to the website and your suggestions for new postings. Please contact Alan H. Jones, CCTE Executive Secretary, via e-mail at: alan.jones@ccte.org

Call for Proposals for Research and Practice Sessions at Future CCTE Conferences

The California Council on Teacher Education (CCTE) invites submission of research and practice proposals for future CCTE semi-annual conferences. Proposals that relate to the theme of each conference are encouraged, but proposals on other topics relevant to teacher education are also welcome. Proposals are sought for both concurrent presentation sessions and the poster session, and accepted proposals will be assigned to whichever the review committee feels is most appropriate (taking into account when possible the preference expressed in the proposal). CCTE conference schedules provide for one or more time slots for concurrent presentations and another time for poster sessions.

How to Submit Proposals

Proposals must be submitted as Word doc attachments (New Times Roman, 12 pt. font) via email, and include:

- ◆ File of cover sheet which lists the proposal title, names, affiliations, addresses, work and home telephone numbers, and e-mail addresses, along with an indication of whether the proposal focuses on research or practice, and the preferred session format (poster session or concurrent presentation). (See cover sheet form on next page or a Word file of the cover sheet may be downloaded from the CCTE website; please use that form or a sheet containing all of the same information.)
- ◆ File attachment of a maximum 3-page, single-spaced, proposal without names of the presenters.

Proposals should be e-mailed to Helene Mandell, Chair of the CCTE Research and Practice Committee at:

hmandell@sandiego.edu

Deadline

Deadlines for future conferences are January 15 for Spring conferences and August 1 for Fall conferences.

Content of the Proposal

- ◆ A brief overview of the study/project/program session including purpose/objectives;
- ◆ Indication of significance to the field of teacher education;
- ◆ For research proposals, describe theoretical framework, methodology, and overview of results;
- ◆ For practice proposals, describe the key elements of practice, with conclusions and/or point of view.

Criteria for Selection

The extent to which the proposal:

- ◆ Contributes to the theme of the conference, or to other significant teacher education issues;
- ◆ If a research proposal, is it methodologically or theoretically sound, with relevant findings?
- ◆ If a practice proposal, how well conceived and described is the practice?
- ◆ Clearly states its significance for teacher educators at both the higher education and K-12 levels.

Scheduling

Persons submitting proposals must be planning to register for and attend the Conference so that they will be available to appear and present once proposals are accepted and sessions are scheduled. Presenters are responsible for providing their own audio-visual needs.

Miscellaneous

Presentations at CCTE Conferences may be considered for inclusion on the CCTE website following the Conference, and may be submitted to the ERIC Clearinghouse on Teacher Education. In addition, authors who develop complete manuscripts based on conference presentations are encouraged to submit their work for publication consideration to either *Teacher Education Quarterly* or *Issues in Teacher Education*.

Cover Sheet for CCTE Conference Proposals

Deadline: January 15 (Spring) or August 1 (Fall)

Title of Presentation:

Name of Primary Contact Person:

Affiliation:

Address:

Day Phone:

Evening Phone:

Email:

Other Presenter(s) to be named in Program:

Name(s):

Affiliation(s):

Please complete all information below

_____ I am proposing a session in a separate room of my/our own.

_____ I am proposing a poster session or demonstration in a common room.

_____ If my proposal is not accepted for a separate presentation, I would like to be considered for a poster session in a common room.

Please complete the three items on the checklist below that are relevant to your proposal:

<p>This is a research proposal</p> <p>_____ I included a theoretical rationale</p> <p>_____ I included a methodology section</p> <p>_____ I included an analysis of the results</p>	<p>This is a best practices proposal</p> <p>_____ I included a rationale for the innovation</p> <p>_____ I included an overview of the changes made</p> <p>_____ I included an analysis of the impact of the innovation</p>
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CCTE Calls for Nominations for Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers

At each Spring and Fall Semi-Annual Conference, CCTE honors a teacher education program which exemplifies collaborative efforts between a college/university and a K-12 school/district. The CCTE Awards Committee next invites nominations (and self-nominations) from programs in Southern California for the *Quality Education Partnership Award for Distinguished Service to Children and the Preparation of Teachers* that will be presented at the Fall 2011 Conference in San Diego. Nominations of programs in Northern California for the award to be presented at the Spring 2012 Conference in San Jose will be invited this coming fall and winter. Nominations must be submitted via e-mail.

Nominees for this semi-annual CCTE award must reflect collaboration between college/university administration and faculty and K-12 school administration and faculty (individual schools, school districts, or county offices of education) in the planning as well as the implementation of the program to be honored. Eligible programs must have been in place for a minimum of three academic years. Such programs may involve public or private/independent colleges/universities and public or private K-12 schools. Nominations must show clear evidence that, as a result of the program, all partners have benefitted, e.g., children, student teachers, beginning teachers, cooperating teachers, other teachers and/or administrators in the school or district, and college/university faculty.

Nominations must include the following information: the names of the leading participants in the collaborative effort; a description of the school/district/county office and its population; a history of the program, including original goals and/or research questions being addressed; a description of the perceived successes of the effort, including any synopses of evaluative data collected; and future plans for the project.

Nominations must be submitted jointly by the K-12 school/district/county office and the institution of higher education with a statement of verification by the appropriate college/university and school/district officials. Each official named in the document should send a separate e-mail verification statement.

The total nomination document should not exceed five pages.

Please submit nominations by e-mail to: jose_lalas@redlands.edu

The deadline for nominations for awards to be made at Fall Conferences is August 15 each year, while the deadline for awards at Spring Conferences is February 15 each year

Call for CCTE Individual Awards Nominations

The California Council on Teacher Education seeks to recognize individuals who, as part of their professional responsibility, are making significant contributions to the preparation and professional development of educators for California schools. Toward this end CCTE will, depending upon nominations received and the subsequent deliberations of the Awards Committee, continue the tradition begun by SCATE of honoring educators in the following categories at any CCTE Conference:

Robert R. Roth Distinguished Teacher/Administrator New to the Profession: This award is intended for a teacher or administrator who has worked six years or less at a K-Adult school site, district office, or county office of education. The awardee must exemplify excellence in their primary assignment and in their work to improve the preparation, induction, and professional development of educators.

Distinguished Teacher/Administrator: This award recognizes and honors an outstanding teacher and/or outstanding administrator who has worked more than six years at a K-Adult school site, district office, or county office of education. The awardees must exemplify excellence in primary assignment and in work to improve the preparation, induction, and professional development of educators.

Distinguished Teacher Educator: This award recognizes and honors an outstanding teacher educator who is located at a university/college, community college, or other educational agency. The awardee must exemplify excellence in work to improve the preparation, induction, and professional development of educators.

Nomination Procedure: Via e-mail: (1) Submit an essay describing the work of your nominee with particular attention to: evidence of excellence in primary professional assignment; history and evidence of commitment to and success in teacher preparation; and ways in which the nominee's work reflects the goals of CCTE; (2) Include with your essay documentation/evidence (including nominee's CV) to support your claims; (3) Cover page to include: Name of Award; Name of Nominee; Nominee Address, Phone, e-mail; Name of Nominator; Nominator Address, Phone, e-mail; (4) Send nomination information via e-mail to: jose_lalas@redlands.edu

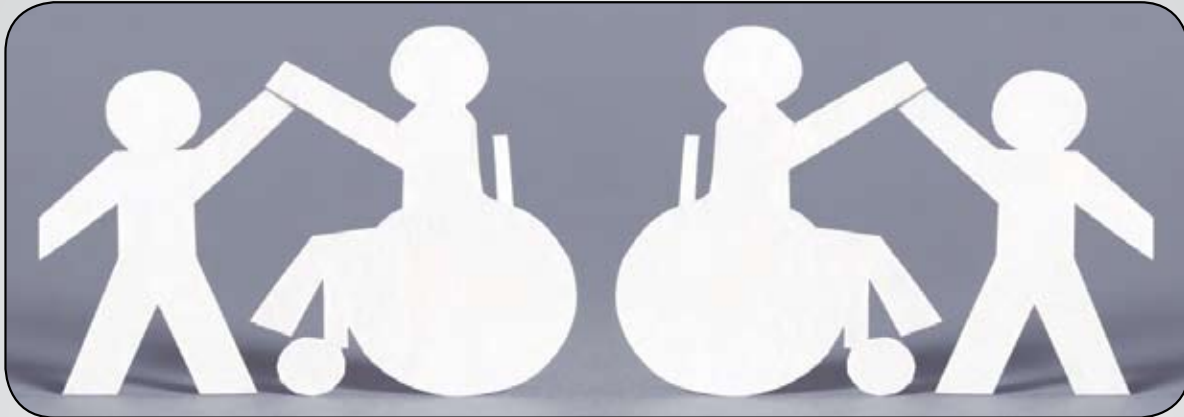
For additional information contact CCTE Awards Committee Chair Jose Lalas, School of Education, University of Redlands, 1200 E. Colton Ave., Redlands, CA 92373, jose_lalas@redlands.edu

CALL FOR PROPOSALS:



EMERGING SCHOLARS CONFERENCE

*EXPLORING DIFFERENCE: DISABILITY AND
DIVERSITY IN EDUCATION, LAW, AND SOCIETY*



Chapman University's College of Educational Studies and School of Law are inviting proposals for the first Emerging Scholars Conference at Chapman University. The conference will take place **September 23-24, 2011**.

This conference seeks to explore issues of disability, diversity, and human rights in education, the social sciences, humanities, and law.

Emerging scholars—including doctoral students, law students, new faculty and researchers in education, social sciences, humanities and law—are invited to come together and share their work. Particular interest will be given to proposals that:

- explore and promote understanding of the social model of disability in various contexts such as culture, history, architecture, and education;
- examine issues of diversity in education and law; and,
- consider human rights perspectives in education and law.

Conference submissions should include (a) a 150-word abstract, and (b) a summary of no more than 1000 words (not including references) describing your paper that includes focus, methodology (if applicable), conclusion, and implications. Proposals must include the title of the paper or presentation, the author(s) name(s) and affiliations, and contact information. Please inform the conference committee of any accommodation needs.

Please direct questions to Dr. Philip Ferguson at pferguson@chapman.edu in the College of Educational Studies or Marisa Cianciarulo at cianciarulo@chapman.edu in the School of Law.

PROPOSAL FORMAT

- Proposals must be submitted as a Word or PDF document only.
- Presenter's name(s), affiliation, email, and phone number. If more than one presenter, list all names and indicate who is the primary contact person for the proposal.
- Topic that best describes your session (see list of suggested topics on the left).
- Title of session (maximum 15 words).
- Summary/abstract (150 words).
- Proposal description (1,000 words).
- **Proposals are due no later than April 15, 2011.**
- Send proposals as attachments to Dr. Philip Ferguson, conference co-chair, at CES@Chapman.edu.